

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Year 1 Set 23 Short e Spellings

Table of Contents
Phonics Companion Pack
Book 1: A Friend Can Help (B&W) (Fiction)
Book 1: A Friend Can Help (Colour) (Fiction)
Book 2: How Many Hats? (B&W) (Fiction)
Book 2: How Many Hats? (Colour) (Fiction)
Book 3: Bread (B&W) (Non-fiction)
Book 3: Bread (Colour) (Non-fiction)
Book 4: Heads (B&W) (Non-fiction)
Book 4: Heads (Colour) (Non-fiction)



A Friend Can Help



My red thread is stuck on a twig. I tug,
but it will not slip free.



My friend said, "Stop! I can help." We
look at the tw



"Lift this bit," I say. My friend lifts the
twig.



I pull the thread ... It loops again!



My friend and I grin. My red thread is free again.

A Friend Can Help



My red thread is stuck on a twig. I tug,
but it will not slip free.



My friend said, "Stop! I can help." We
look at the tw



"Lift this bit," I say. My friend lifts the
twig.



I pull the thread ... It stops again!



My friend and I grin. My red thread is free again.

How Many Hats?



My friend had many hats. "How many can fit on my head?" I said.



"Try this red hat," my friend said. I put it on my head.



I added a big hat and a small hat. My head tipped to the left.



The hats fell in a heap. "Not that many!"
my friend said.



I put just the red hat on my head.
"Ready to play?" I said.

How Many Hats?



My friend had many hats. "How many can fit on my head?" I said.



"Try this red hat," my friend said. I put it on my head.



I added a big hat and a small hat. My head tipped to the left.



The hats fell in a heap. "Not that many!"
my friend said.



I put just the red hat on my head.
"Ready to play?" I said.

Bread



This is bread. Bread can be a loaf or a bun.



Bread has a crust. The crust is brown and crisp.



We can cut a loaf. We can see soft bread in the middle.



We can toast bread. Toast can be brown and crisp.



Soft bread bends. Crisp toast can snap.

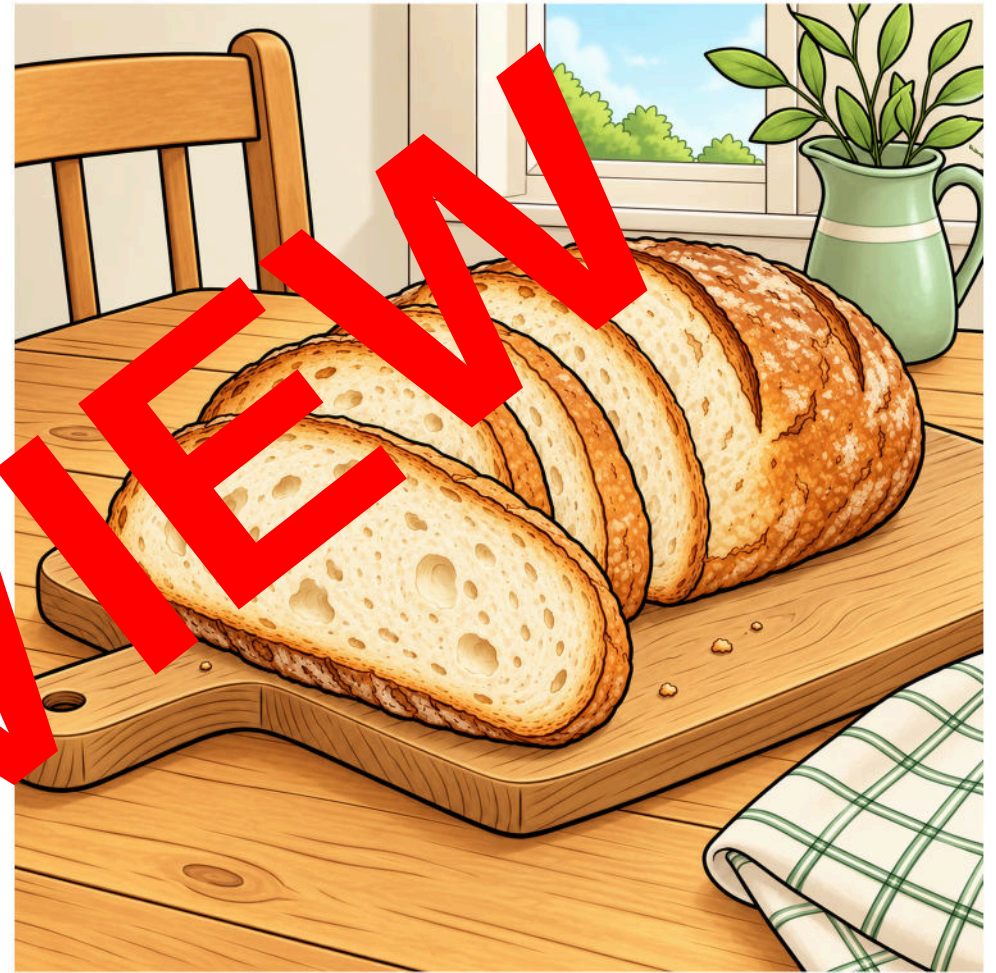
Bread



This is bread. Bread can be a loaf or a bun.



Bread has a crust. Its crust is brown and crisp.



We can cut a loaf. We can see soft bread in the middle.



We can toast bread. Toast can be brown and crisp.



Soft bread bends. Crisp toast can snap.

Heads



This head has hair on top. An ear is at each side.



My chin is below my nose. My hair is
on top of my head.



A hen has a beak on its head. A beak
can peck at food.



This sheep has wool on its head. It can turn its head and look.



I can turn my head and look. A nod of my head says yes.

Heads



1



This head has hair on top. An ear is at each side.

2



My chin is below my nose. My hair is
on top of my head.



A hen has a beak on its head. A beak
can peck at food.



This sheep has wool on its head. It can turn its head and look.



I can turn my head and look. A nod of my head says yes.

Reading and teaching guide

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Ready for this set

Use after all earlier steps through Year 1 Set 22, including clusters, vowel alternatives, longer words, weak vowels and taught endings. Practise the named short /e/ spellings: ea in head, ie in friend, ai in said/again, ay in says and a in any/many. These are small word collections, not rules for every ea, ie, ai, ay or a.

Show, then try together

Say head. Tap /h/ /e/ /d/. Point to h, ea, d: ea writes one sound. Blend head, then try bread together. For friend, keep ie together and hear all five sounds. Say any and many naturally in two syllables. Revisit earlier vowel readings in the books.

Current word support

Review natural a, the and to: their strong and weak readings are not in the taught scope. Before Heads, teach of: o can be weak /uh/; f says /v/. That f reading remains some word support. Review capitals, pronoun I, full stops, questions and speech marks. Do not guess from pictures.

Read, correct and reread

Model a page, read it together, then let the student try. Say word in hand, point to the spelling, say the needed sound, blend the word and reread the sentence. Ask what happened or what the page shows. Reread later for a smoother voice and meaning.

Use the activities

Cut cards and tiles on their borders. Put a head together, then dictate said and friend for page 4. Return tiles before each new word. Page 5 changes one sound at a time; say the new word before writing. Read sort cards before checking the /e/ spelling. Build the whole sentence on page 7, then write it.

Dictation on page 3

Say head, friend, again. Then say: My friend has bread. Say each item naturally, repeat once, and allow thinking time. Students say, tap sounds, write and reread. Check the /e/ spelling together; correct the word and reread the whole sentence.

Print, assemble and notice

Print at actual size, single-sided. Readers: landscape A4, cut down the centre, stack pages 1-6 in order and staple on the left. Do not fold or duplex. Companion: portrait A4. Notice accurate blending, /e/ choices, meaning and writing. Record one next practice point on page 10. This set has four original books in two editions.

One sound, different spellings

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Listen to head. Say /h/ /e/ /d/. The middle sound is /e/. In head, ea writes that sound. Say each word with me, then point to its /e/ spelling.

ea head	ie friend	ai said
ay says	a any	

PREVIEW

Try together: head

h e a d
• • •

Say bread. Which letters write /e/? Point to ea. Now choose another card and say its word.

Read the words

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Read slowly. Keep letters that spell one sound together. Blend and say the whole word. Try head with me before reading the other cards.

h e a d

• • •

head

b r e a d

• • • •

bread

f r i e n d

• • • • •

friend

s a i d

• • •

said

s a y s

• • •

says

a n y

• • •

any

Read the whole words again. Keep your voice smooth and point to the letters for /e/.

Build and write words

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Listen. Say the word. Move one tile for each sound, then write the whole word. Return the tiles before the next word.

ie	d	h	s
n	ea	f	d
ai	r	d	

Try together: head

--	--	--

Listen for the next word.

--	--

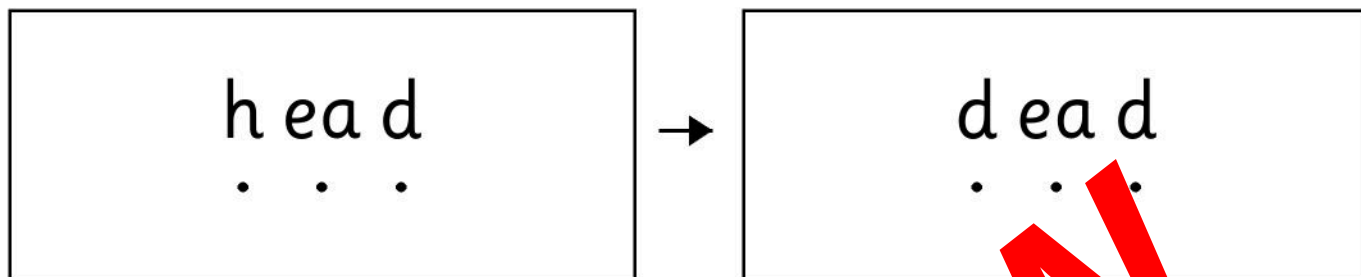
Listen for the last word.

--	--	--	--	--

Change one sound

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Listen to head. Change /h/ to /d/. We get dead. Only the first sound changes. Say the new word before writing it.



Say dead. Change the first /d/ to /r/.

Say the new word. Write it.

Say red. Change /r/ to /l/.

Say the new word. Write it.

Say bed. Change /e/ to /a/.

Say the new word. Write it.

Say your chain again. What changed each time?

Sort the spellings

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Read each card. Look at the letters that spell /e/. Put it under ea, ai or a. Try bread with me: ea writes /e/ in bread.

head

any

said

again

bread

many

thread

ea

ai

a

Make a sentence

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Cut the tiles. Start with My. The full stop goes at the end. Move every tile into the big box.
Read your sentence so it makes sense.

red	friend	a
hat.	My	as

Build the whole sentence here.

PREVIEW

Write your whole sentence. Read it back.

Listen, write and check

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Say the word. Tap each sound. Write it. Check the letters for /e/. Say the sentence before you write it.

1.

2.

3.

Now write the whole sentence.

Reread your sentence. Point to the /e/ spellings and check them together.

Read and match

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Read each sentence. Join it to the matching picture. Tell a partner which detail helped you choose.

This bread has a crust.



A hen has a beak.



A hat is on my head.



Draw a part you liked or something you learnt.

A large, empty rectangular box with a black border, intended for a child to draw a part they liked or something they learnt from the activity.

Tell a partner about your drawing.

Read, try and reflect

Year 1 Set 23 ea in head; ie in friend; ai in said/again; ay in says; a in any/many

Read this with me. Then read it again by yourself.

My friend said, "Bread is ready." We can eat bread.

Choose a word that makes sense. Write your word on the lines. Try the first one together.

head

bread

Put the red hat on my _____.

We can eat _____.

☐ I read each word. Circle a word to practise again.

Teacher observations: _____
